

# Mental Health Provision Map and Pathway



Tier 0: Getting Advice - Universal level Support. Pastoral and Response to General Concerns		
These concerns are categorised as short periods of feeling like they are not able to cope. These will be incidents which cause a student distress but do not seem to have a long term or lasting impact on well-being.		
What are the concerns?	Who should deal with this?	What is our response?
<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Minor illness as in headache or feeling sick</li> <li>• Low self-esteem/ needing reassurance</li> <li>• Death of a pet</li> <li>• Friendship problems/conflict/arguments with parents/carers/peers</li> <li>• Low level worry which needs reassurance such as before changes/transitions/tests</li> <li>• Short term academic stress</li> <li>• There is a past history of Mental Health concerns and student requires monitoring</li> <li>• Adjusting to a new school</li> <li>• Moving Home</li> <li>• Young Carer</li> <li>• Parental issues – unemployment/Health/Financial</li> <li>• Health Conditions/diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher/Form Tutor/TA</li> <li>• Pastoral Support if needed</li> <li>• SENCo where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to student and reassure</li> <li>• TA to inform Class Teacher/Form Tutor to support, monitor and report concerns, if required, to the Head of Pastoral Care via email or in person.</li> <li>• If issue does not resolve itself, move up to Tier 1</li> <li>• In case of minor illness, Class teacher/Form Tutor to use judgement re student being well enough to stay in school. If student obviously needs to go home, ensure student gets to MI or Pastoral and is accompanied.</li> <li>• MI/Pastoral contact home to collect or advise/administer medication etc</li> <li>• Clear and consistent boundaries</li> <li>• Positive reinforcement and praise</li> <li>• Reward system</li> <li>• Adaptations to seating plan so with a supportive peer</li> <li>• Traffic light system/time out card</li> <li>• Structured class routines</li> <li>• Check student’s Student Support Plan (where applicable)</li> </ul>

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Tier 1: Getting Help - Universal level Support – response to low level incidences and concerns		
These concerns are categorised as those which are longer term and are beginning to impact on the welfare and academic progress of the young person		
What are the concerns?	Who should deal with this?	What is our response?
<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Sustained periods (or a series of short periods) of not feeling able to cope/low mood</li> <li>• Long term and repetitive friendship problems (over a term or more without resolution)</li> <li>• More significant anxiety in class or surrounding a specific element of school/home life despite support from Class teacher/Form Tutor or TA</li> <li>• Divorce of parents - Conflict and arguments</li> <li>• Step-Family Issues</li> <li>• Bereavement of extended family member (not parent/guardian/sibling)</li> <li>• Emotional response to an upsetting incident which causes a period of distress but which does not cause a specific safeguarding concern</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral team to support directly or advise Form Tutor/Class teacher or TA</li> <li>• School Counsellor if issues continue for a disordered amount of time and progress to level 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure Class teacher and tutor is aware of concern by sending a Round Robin.</li> <li>• Class teacher/form tutor/TA monitor situation</li> <li>• Pastoral team informed via email</li> <li>• Consider reporting through Safeguard My School</li> <li>• Class Teacher/Tutor to contact parents to discuss concerns</li> <li>• Direct pastoral support from pastoral team, either short or longer term (parents should be informed of any direct support by class teacher/tutor/TA)</li> <li>• SENCo Consultation (where appropriate)</li> <li>• Consider referral to ELSA</li> <li>• If concern continues, or increases in severity, move up to Tier 2.</li> <li>• If incident is managed or reduces, consider moving down to Tier 0</li> <li>• Referral to Counsellor</li> <li>• Consider referral to COMPASS for group work.</li> </ul>
Tier 2: Getting more help - Targeted Support – Planned Interventions in school to address mental health concerns		
A sustained concern which is affecting the well-being and possibly academic progress of the young person These could be long term concerns over anxiety, mental health or depression or a response to an incident graded at Tier 2.		
What are the concerns?	Who should deal with this?	What is our response?
<p>Examples include:</p>	<ul style="list-style-type: none"> <li>• Pastoral Team</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Pastoral Care or Director of Progress to contact parents</li> </ul>

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<ul style="list-style-type: none"> <li>• Persistent low mood/ongoing emotional regulation difficulties/anxiety/Anger</li> <li>• Attachment difficulties and triggered responses</li> <li>• Bereavement of close family member (parents/guardian/sibling)</li> <li>• Experience of abuse including historical abuse</li> <li>• Self-harm/Suicidal thoughts</li> <li>• Suspected eating disorders</li> <li>• Risky behaviour – Drug- taking/Alcohol abuse/unsafe sex</li> <li>• Questioning gender identify or sexual orientation leading to any of the above (Questioning gender identity/sexual orientation itself is not a mental health difficulty).</li> <li>• Pregnancy/ Termination</li> <li>• In care/ fostered</li> <li>• Risk of exclusion from school</li> <li>• Cultural issues (FGM)</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding team (and Early Help)</li> <li>• SENCo</li> <li>• School Counsellor</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Pastoral Care to consider sharing some information with class teachers and TAs via Round Robin so aware of concerns.</li> <li>• Log concern on Safeguard my School</li> <li>• In-school support/interventions with member of pastoral team whilst considering or awaiting external agency support.</li> <li>• External Agency referrals to be considered by Pastoral Team, DSL, SENCo, Early Help, School Health. School Counsellor etc (see list at end of this document)</li> <li>• Consider discussion with Early Help Transition Team, School Counsellor, Community CAMHs advisor etc if concerns remain.</li> <li>• Class teacher, form tutor and TA responsibility to monitor and report any concerns immediately through Safeguard my School.</li> </ul>
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Tier 3: Getting Risk Support – professional referral to high level mental health concerns		
Serious and possibly life-threatening incidents which require professional intervention outside of school		
What are the concerns?	Who should deal with this?	What is our response?
<p>Examples include:</p> <ul style="list-style-type: none"> <li>• School refusal as a result of persistent low mood/ongoing emotional regulation difficulties/anxieties</li> <li>• <b>Diagnosed</b> anxiety disorder or depression</li> <li>• FGM</li> <li>• Disclosure of incident of witnessed Domestic Abuse (Physical, Emotional, Sexual Abuse or Neglect)</li> <li>• Disclosure of abuse (Physical, Emotional, Sexual or Neglect) In the family and evidence of control in relationships</li> <li>• Sustained self-harm</li> <li>• Suicide Ideation or suicide attempts</li> <li>• Involvement in crime</li> <li>• Witness in court proceedings</li> <li>• Grooming (can include County Lines)</li> <li>• Homelessness</li> </ul>	<ul style="list-style-type: none"> <li>• Report to DSL immediately</li> <li>• Face to face immediately and follow up recording concerns through Safeguard My School</li> </ul>	<ul style="list-style-type: none"> <li>• Direct immediate support from pastoral Team/Safeguarding Team if a concern becomes apparent in school. Removing student to safe place in the school building to talk to an adult. DSL to consider appropriacy of contacting parents as soon as possible if incident occurs during the day (not waiting for end of the school day)</li> <li>• Call Derbyshire/Starting Point where there are immediate concerns re the safety of the student. Call 999 in an emergency.</li> <li>• If a disclosure is made, staff follow safeguarding policy</li> <li>• DSL to consider further consultation with social services if appropriate</li> <li>• Following an incident, DSL to consider a risk assessment on basis of safeguarding for suitability of student to be in school and consider positive handling with parents</li> <li>• DSLs to consider reduced timetable, if appropriate and in agreement with parents, LA to be informed.</li> <li>• Work in tandem with external professionals to support student through</li> </ul>

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		school-based support detailed in Tier 2 (see list at end of this document)
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## Safeguarding: External agencies and support

### BCS Mental Health and Wellbeing Padlet



- [Derby and Derbyshire Safeguarding Children Partnership](#)
- [First Steps](#) (Eating Disorders and Body Image)
- [Change Grow Live](#) Change Grow Live (CGL): Drugs, alcohol. Housing, justice, health and wellbeing
- [COMPASS](#) Changing Lives – prevention and early intervention emotional wellbeing and mental health support to children
- [CAMHs Urgent Care Derbyshire. 07901 330724](#)
- BCS Wellbeing padlet: <https://buxtoncommunity.padlet.org/bcs/BCSWellBeingSupport>
- School Counsellor: [ehelp@buxton.derbyshire.sch.uk](mailto:ehelp@buxton.derbyshire.sch.uk)
- [Crossroads](#) (Domestic Violence)
- [SV2](#) (victims of Sexual Violence)
- [Derbyshire Young Carers](#)
- [Space 4 U](#) (support for young people affected by the substance use of other people around them)
- [Remedi](#) (Victims of Crime)

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- [Mental Health Support Teams](#)
- [Derbyshire School Nurses](#)

## Support and Signposting

- Thomas Theyer Counselling (Private and paid for by parents/carers) [counselling@thomastheyerfoundation.org.uk](mailto:counselling@thomastheyerfoundation.org.uk)
- [Young Minds](#)
- [Stone Wall](#) (LGBTQ+ support)
- <https://mermaidsuk.org.uk/> (Support for gender diverse young people and their families)
- <https://www.nspcc.org.uk/>
- [Barnado's](#)
- <https://www.childline.org.uk/>
- [Anna Freud](#) (Mental Health)
- <https://www.lucyfaithfull.org.uk/> (Sexual Abuse and exploitation)
- National Self harm Forum

## Direct Online Support for young people

- Text SHOUT to 85258
- Samaritans 24/7 Call 116 123
- KOOTH.COM

## Financial Hardship

- Buxton Foodbank
- ZINK Project
- Connex (Buxton, was Buxton Volunteer Bureau)

## Child Sexual Exploitation

- <http://www.nwgnetwork.org/>

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- <https://www.ceop.police.uk/safety-centre/>
- <https://paceuk.info/>
- NSPCC also has resources on Child Trafficking <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/> and preventing abuse <https://www.nspcc.org.uk/keeping-children-safe/>

## Relationships and sharing nudes

- <https://www.thinkuknow.co.uk/>
- <https://www.sexeducationforum.org.uk/>
- <http://www.safedate.org.uk/>
- <https://www.disrespectnobody.co.uk/>
- Remove a nude image shared online. <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/>

## Extremism and prevent

- <https://www.saferderbyshire.gov.uk/home.aspx>
- <http://www.nationalcrimeagency.gov.uk/>
- <https://educateagainsthate.com/>

## Online Safety

- <https://www.saferinternet.org.uk/>
- <https://i-vengers.org.uk/services/training/>
- **Free online service for schools from** <https://parentinfo.org/>

## Young gamblers and gamers

- <https://www.ygam.org/>